



River Ridge Elementary

5960 Reidville Road

Moore, SC 29369

Grades	PK-3 Elementary School	
Enrollment	653 Students	
Principal	Dr. Glenda Bigby	864-949-7620
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Average
2006	Good	Average
2005	Good	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

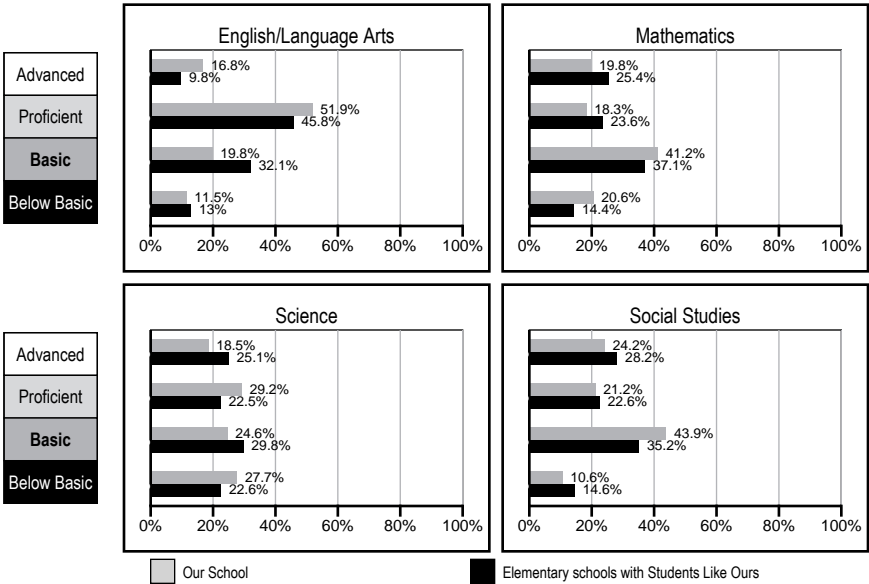
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ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	19	21	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=653)				
First graders who attended full-day kindergarten	83.3%	Up from 82.3%	100.0%	100.0%
Retention rate	1.7%	Up from 1.0%	1.7%	2.3%
Attendance rate	96.7%	Up from 96.4%	96.7%	96.3%
Eligible for gifted and talented	18.8%	Up from 12.4%	19.5%	10.4%
With disabilities other than speech	5.5%	No Change	6.7%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	56.8%	Up from 56.5%	61.4%	56.7%
Continuing contract teachers	77.3%	Up from 73.9%	79.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.4%	Down from 83.3%	88.2%	86.4%
Teacher attendance rate	92.8%	Down from 93.2%	95.5%	94.9%
Average teacher salary	\$46,232	Up 1.0%	\$47,101	\$45,345
Professional development days/teacher	15.1 days	Down from 15.7 days	11.9 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.6 to 1	20.4 to 1	18.5 to 1
Prime instructional time	88.4%	Up from 88.0%	90.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,445	Up 11.5%	\$6,572	\$7,052
Percent of expenditures for instruction*	73.3%	Up from 72.7%	70.6%	69.1%
Percent of expenditures for teacher salaries*	71.2%	Up from 70.4%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

River Ridge Elementary School, located in one of Spartanburg County's fastest growing areas, houses 654 students in pre-kindergarten through third grade. The faculty and staff of eighty serves our students in a state-of-the-art facility. It is our belief that we are all stakeholders in the educational lives of every student. Through innovative and challenging educational experiences, we strive to meet the individual needs of all students.

This year our school implemented year two of the Learning-Focused Schools initiative. This exciting school reform model provides greater focus on standards and curriculum for both teachers and students. Students learn reading through a balanced literacy approach which includes the use of the Rigby Literacy. We continue to utilize the Everyday Math Program for our math instruction. Science standards are addressed through exciting hands-on activities in our inquiry-based science classroom instruction including the use of grade-level science tubs.

Opportunities for students are abundant at River Ridge Elementary School. Our Preschool Program involves three-, four-, and five-year-old students. In grades one through three, additional programs available include: a reading intervention program, ESOL, REACH (Our Gifted/Talented Program), Creations (Our Gifted Art Program), PALS (Our Character Education Program), Junior Achievement, PTO Book Celebrations, Reading Renaissance, and various clubs. Students also have access to computers in labs and in classrooms as well as the use of digital cameras, video cameras, laser disks, scanners, and SMART boards.

Student leadership is encouraged through participation in Student Council, WEE Deliver, Panda Patrol, bookstore workers, flag helpers, The Morning TV Show Crew, and our school radio program.

We are grateful for our continuing partnership with our PTO and the following local businesses: BASF Corporation, PEP (Publix Educational Partnership), Jocassee Designs, Zaxby's, McDonalds, Sonic, Fujikera Foundation, and Ingles. Students serve the school community through a variety of service learning projects such as Project HOPE, class adoption of residents from a local boarding home, Jump Rope for Heart, and Zig the Pig for cancer research.

River Ridge Elementary School has been recognized for the following awards: Palmetto Gold Award, Exemplary Writing School, Red Carpet School, Healthy Schools, Closing the Gap and Schools of Promise.

Through these combined efforts, we will continue to provide all students at River Ridge Elementary School with the best educational opportunities possible.

Glenda Bigby, Principal
Lois Stokes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	132	92
Percent satisfied with learning environment	100.0%	90.8%	88.0%
Percent satisfied with social and physical environment	100.0%	92.2%	93.5%
Percent satisfied with school-home relations	100.0%	90.9%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	145	100	11.5	19.8	51.9	16.8	77.9	53.6	48.2	Yes	Yes
Gender											
Male	79	100	16.7	16.7	56.9	9.7	76.4	46.3	41.7	N/A	N/A
Female	66	100	5.1	23.7	45.8	25.4	79.7	61.7	55	N/A	N/A
Racial/Ethnic Group											
White	93	100	6	13.1	60.7	20.2	88.1	60.1	60	Yes	Yes
African American	36	100	22.6	38.7	32.3	6.5	51.6	35.7	31.7	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	64	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	36.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	21	100	40	35	25	0	35	13.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	25	25	25	25	66.7	35.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	49	100	26.8	39	31.7	2.4	48.8	39.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	145	100	20.6	41.2	18.3	19.8	55.7	55.6	45.8	Yes	Yes
Gender											
Male	79	100	20.8	40.3	19.4	19.4	55.6	55	45.6	N/A	N/A
Female	66	100	20.3	42.4	16.9	20.3	55.9	56.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	93	100	11.9	40.5	21.4	26.2	66.7	62.3	59	Yes	Yes
African American	36	100	38.7	45.2	12.9	3.2	25.8	34.6	26.9	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	68.1	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	49.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	21	100	55	40	0	5	25	18.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	41.7	25	8.3	25	41.7	48.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	49	100	43.9	46.3	9.8	0	24.4	42.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	72	100	27.7	24.6	29.2	18.5	47.7	43.9	35.7	96.7	96.4
Gender											
Male	33	100	20	23.3	30	26.7	56.7	44.7	37.4	96.8	96.3
Female	39	100	34.3	25.7	28.6	11.4	40	43.1	33.8	96.6	96.6
Racial/Ethnic Group											
White	46	100	21.4	19	35.7	23.8	59.5	52.3	49.2	96.6	96.2
African American	19	100	43.8	37.5	18.8	0	18.8	20.7	17	97.2	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.6	58	97.7	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	28.7	24.9	95.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	93.3
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	15.8	14	96.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	25.5	24.4	96.7	97.1
Socio-Economic Status											
Subsidized meals	26	100	55	30	15	0	15	29	21.1	96.1	95.7

Social Studies

All Students	73	100	10.6	43.9	21.2	24.2	45.5	41.3	34	96.7	96.4
Gender											
Male	46	100	11.9	38.1	31	19	50	44.7	36.6	96.8	96.3
Female	27	100	8.3	54.2	4.2	33.3	37.5	37.5	31.3	96.6	96.6
Racial/Ethnic Group											
White	47	100	7.1	31	28.6	33.3	61.9	47.5	44.5	96.6	96.2
African American	17	100	20	73.3	6.7	0	6.7	23.3	19.1	97.2	97.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	58.7	58.9	97.7	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.5	27.5	95.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	93.3
Disability Status											
Disabled	11	100	50	50	0	0	0	14.2	14.4	96.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	30.3	27.3	96.7	97.1
Socio-Economic Status											
Subsidized meals	23	100	28.6	61.9	4.8	4.8	9.5	26	21	96.1	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	143	100	13.3	20.7	53.3	12.6	65.9
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	11.5	19.8	51.9	16.8	68.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	143	100	14.1	50.4	24.4	11.1	35.6
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	145	100	20.6	41.2	18.3	19.8	38.2
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	71	100	31.3	32.8	16.4	19.4	35.8
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	72	100	27.7	24.6	29.2	18.5	47.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	72	100	7.4	57.4	20.6	14.7	35.3
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	73	100	10.6	43.9	21.2	24.2	45.5
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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